DOCUMENT RESUME

ED 070 844 VT 018 058

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TITLE	A Curriculum Designed for a Career Exploration Program in the Distributive Occupations for the Tenth Grade Secondary Student. Final Report.
SPONS AGENCY	Connecticut Vocational Education Research Coordinating Unit, Hartford.
PUB DATE	30 Jun 72
NOTE	33p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Education; *Curriculum Design; *Curriculum Development; *Distributive Education; Educational Needs; Educational Objectives; Goal Orientation; Grade 10; Individualized Curriculum; *Marketing; Pilot Projects; Vocational Development; Vocational Education
IDENTIFIERS	Career Awareness; *Career Exploration

ABSTRACT

This description of the curriculum development and design for an introductory two-semester Grade 10 curriculum for marketing and distributive occupations includes program objectives, a course outline, and a program rationale. Occupational orientation in the first semester precedes individualized exploration of careers in distributive occupations during the second semester. This curriculum is intended to provide for earlier and greater career awareness by students in distributive vocational education and to develop job entry skills. Preliminary project procedures include: (1) surveys of the business community and high school student body to identify job competencies and vocational needs, (2) a comparative analysis of this information, (3) collection of pertinent data from the Connecticut Department of Labor, and (4) the gathering of information concerning student job preferences for occupational guidance purposes. This state and locally funded goal-oriented curriculum design is recommended for adoption as a pilot project in 1973 at Wolcott High School in Connecticut, with successful implementation leading to state-wide adoption by local school systems. (AG)

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A CURRICULUM RATIONALE FOR A
MEDIA EXPLORATION PROGRAM BY
THE ALTERNATIVE CORPORATIONS
FOR THE NINTH GRADE SOCIAL
STUDIES.

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A CURRICULUM DESIGNED FOR A CAREER EXPLORATION PROGRAM IN THE DISTRIBUTIVE OCCUPATIONS FOR THE TENTH GRADE SECONDARY STUDENT.

FINAL REPORT

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June 30, 1972

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

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RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

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PREFACE

With funds provided by the State of Connecticut and local municipalities, high school distributive programs have been offered for students in grades eleven and twelve, including classroom instruction and cooperative training station experience.

This curriculum has been developed for the tenth grade student and with the philosophy that distributive education is a program of studies that includes specific areas of subject matter. The content of the instructional program is derived from the functions of marketing as they relate to the distributive occupations and the occupational objectives of the student.

This curriculum was developed only after the untiring efforts, direction and guidance of many in the teaching profession. Appreciation and acknowledgment is expressed to the following individuals:

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SUMMARY

This report is the result of a multiplicity of effort to help Distributive Education achieve its primary objective, to provide well qualified and well trained personnel for distribution. This curriculum report considered student need, the competencies required by the distributive occupations, the business community as well as State and local labor needs. This direction was required in order that the distributive occupational career oriented students would be provided with the opportunity to explore those functions of marketing for which they were best suited.

The results of the project provide for these students. It provides for a two part tenth year curriculum as necessitated by the exploratory nature of the program. Part I would be conducted during the first half of the school year and would introduce the student to the variety of careers in distribution. Part II would follow to the conclusion of the school year and would allow the students to individually explore, within a predetermined framework, those distributive occupations which are best for them.

When this curriculum is instituted as written and recommended, it will provide for earlier awareness by students of the distributive occupations and provide for greater success in mastering the competences of the marketing functions which is required for job entry.

BACKGROUND

The purpose of this report is to develop a curriculum for a third year course offering in Distributive Education starting with Grade 10 since students need the opportunity to make a decision for careers in management, marketing and merchandising at the sophomore level of their high school educational experience.

Some basic objectives of the project are:

a. To allow students to experience Vocational Distributive Education at an earlier time in their high school career.

b. To encourage young people to decide earlier in their high school studies on a vocational career.

c. To add to the students successful vocational educational experiences and thereby enhance their prospects of a successful vocational career in the distributive occupations.

d. To allow earlier recruitment of students for Distributive Education which will help students in their decision making process of a career objective while still in high school.

e. To afford students greater experience in Distributive Education resulting in more conscientious, competent students who are better prepared for the competative fields of manage-

ment, marketing and merchandising.

f. To implement an academic program of instruction for training in career objectives relative to management, marketing and merchandising.

This report justifies a tenth grade program of distributive education to be made available to students desiring adequate preparation for the fields of marketing and distribution. The new plan will allow the student an earlier familiarization with the distributive occupations. There has been a noticeable trend in this direction in the State of Connecticut and in the nation.

METHODS

The methods and procedures used in carrying out this project are herein described. Included are the various services used in making this report available.

a. A survey of the business community was made in order to identify specific additional competences which could only be achieved by a three year Distributive Education Program.

b. A survey of the high school student body was made to gather information which identified their needs and could best be achieved by the competences identified in our survey of the business community.

c. A comparative analysis was conducted based on the information provided by the business community and the high school student body which would help in the development of a curriculum that would best serve the high school students and the business community.

d. The Connecticut State Department of Labor provided information indicating specific areas of marketing specialization which were utilized in the preparation of a Tenth Grade Distributive Education Curriculum.

e. The Guidance Department of Wolcott High School

provided information concerning student job preferences as indicated by the Kuder Preference Test.

The methods used in the preparation of this report were selected in order that the career oriented student would be served. The exploratory method can provide this student with the best possible training and experience prior to vocational job entry.

A DISTRIBUTIVE EDUCATION CURRICULUM
FOR THE TENTH GRADE SECONDARY STUDENT

FINDINGS

There are abundant vocational opportunities available for men and women in distributive occupations to carry out the functions of distribution. After considering the objectives of this report and analyzing the findings gathered within the scope of the methods and procedures previously described, it is the belief of this writer that only through an earlier awareness during a students formal educational experience of the distributive occupations available to him will distributive education meet its educational responsibilities. That is, to prepare each student-trainee for the distributive occupation which he has selected as his job goal.

The Tenth Grade D. E. Curriculum provides for early awareness of distributive occupations and an exploratory career opportunity study of specific occupational opportunities according to the competancies needed in the occupation.

The Tenth Grade D. E. Curriculum, as proposed, would be offered for students with no previous D. E. background. Since no D. E. is offered the students previous to Grade 11 at Wolcott High School and presumably in school systems throughout the State this curriculum would in essence be offered to all tenth

grade secondary students.

Since this would be an exploratory curriculum of the careers offered in the distributive occupations, it would necessarily be designed and offered in two parts, Part I to offer for one-half of the school year formal classroom instruction within the job opportunities which await the students in distribution followed by one-half of the school year involved in individualized exploratory career investigation of those careers or related careers which were studied and discussed during the formal classroom instruction conducted earlier in the year.

DISTRIBUTIVE EDUCATION CURRICULUM

TENTH GRADE DISTRIBUTIVE EDUCATION CURRICULUM

Part I. Introduction to Distributive Careers

To be offered during the first half of the school year for tenth grade secondary school students.

I. Career Decision and Influencing Factors

A. The students self-evaluation affects his educational and career success.
1. Personal inventory
2. Updating information on available programs

B. Planning a Career
1. Future plans and what affects them
a. What are your goals and career objectives
b. Worthwhile job experiences
c. Career Education
d. Knowing ones preferences, strengths and weaknesses.
e. Identifying to what you are best suited.
2. Job success has requirements
a. Preference for the job
b. Ability to do the job well
3. Evaluating a job
a. Good working conditions
b. Education and job experience should be useful in the work
c. What type of job security is apparent?
d. Promotional possibilities.
4. Competencies required for employment
a. Aptitudes
b. Determination
c. Intelligence
d. Physical make-up
e. Temperament
f. Personality
g. Loyalty
h. Cooperation
5. What can be expected from a job in distribution
a. Work for which prepared
b. Need for trained personnel
c. Good salaries available
d. Initiative and results determine success
e. Advancement available

II. Retailing Jobs

A. Positions available to the career minded

1. Sales Promotion
    a. Advertising
        1a. manager
        2b. media specialist
        3c. copy writer
        4d. artist
    b. Display
        1a. manager
        2b. window display
        3c. interior display
    c. Press Publicity
    d. Mail Order
2. Merchandising
    a. Salesperson
    b. Stock controllers
    c. Merchandise buyers
    d. Assistant merchandise buyers
    e. Department manager
    f. Manager
3. Operation of story
    a. Clerk - shipping, receiving and stock
    b. Maintenance department
    c. Supervisor of clerks
    d. Director of maintenance
    e. Store operations supervisor
4. Finance Control
    a. Cashier
    b. Bookkeeper
    c. Credit clerk
    d. Payroll clerk
    e. Credit manager
    f. Data processing coordinator
    g. Controller
5. Personnel
    a. Personnel clerk
    b. Training director
    c. Safety director
    d. Personnel director

B. Characteristics of Retailing Employment

1. Stable employment
2. Good position
3. Variety of jobs available
4. Income appealing
5. Advancement
6. Progressive fringe benefits
7. Reasonable hours

C. Personal Qualifications

1. Job experience
2. Age

3. Career training requirements
4. General education requirements

D. Retail Business as listed by kinds of merchandise sold
1. Men's and boy's apparel
2. Appliance
3. Pharmacies
4. Groceries
5. Furnishings for the home
6. Furniture
7. Stationery
8. Sporting goods
9. Hardware
10. Prepared foods
11. Magazines and books
12. Jewelry and gifts

E. Retailing stores as listed by type of organization
1. Department Stores
2. Chain stores
3. Specialty stores
4. Variety stores
5. Discount stores
6. Direct selling establishment
   a. Mail Order
   b. Vending
   c. Door-to-door

III. Personal Selling Jobs

A. The advantages of selling
1. Good income
2. Meet various types of people
3. Work interesing
4. Secure position
5. Opportunity to help others
6. Unlimited advancement available

B. Types of Personal Selling
1. Consumer Salesmen
   a. Retail salesman
   b. Specialty salesman
   c. Door-to-door salesman
   d. Route salesman
2. Merchant Salesmen
   a. Pioneer salesman
   b. Dealer-service salesman
   c. Wholesale or jobber salesman
   d. Detail salesman

3. Industrial Salesmen
    a. General industrial salesman
    b. Sales engineer
    c. Service salesman

C. Desirable Qualifications
    1. Knowledge of mechanics of selling
    2. Pleasant appearance
    3. Attracted to people
    4. Desire to sell
    5. Healthy
    6. Friendly

IV. Wholesaling Jobs

A. Positions available
    1. Sales
        a. Service wholesaler
        b. Franchising wholesaler
        c. Rack jobber
        d. Limited function wholesaler
    2. Stock work
        a. Receiving clerk
        b. Shipping clerk
        c. Packer
        d. Truck driver
        e. Stockman
    3. Office work
        a. Secretary
        b. Telephone sales clerk
        c. Typists
        d. File clerk
        e. Accountant
        f. Bookkeeper

B. Qualifications Desired
    1. Career education
    2. Job experience
    3. Career training
    4. High school education

C. Characteristics of Wholesaling Employment
    1. Income
    2. Advancement available
    3. Stimulating
    4. Salesman is his own boss
    5. Opportunities within the industry.

V. Service Industry Jobs

A. Positions available
1. Business Services
a. Advertising Agency
1a. copy writer
2b. artist
3c. art director
4d. account executive-salesman
5e. manager
b. Private employment agencies
1a. office clerk
2b. testing interviewer
3c. manager
c. Telephone answering services
1a. telephone operator
2b. service salesman
d. Window display service
1a. designer
2b. arranger
2. Personal services
a. Barber and beauty shops
1a. attendants
2b. owner-operators
b. Dry cleaning and laundry
1a. office clerk
2b. delivery man
3c. route supervisor
4d. manager
c. Photographic Studio
1a. clerk
2b. secretary
3c. assistant
4d. photographer
3. Repair Services
a. Technician
b. Tradesman
c. Salesman
d. Clerk
e. Supervisor
f. Manager
4. Financial Services
a. Banks
1a. window teller
2b. cashier
3c. head cashier
4d. messengers - runners
b. Insurance Companies
1a. clerk
2b. salesman
3c. adjuster
4d. sales manager
5e. office manager

5. Leisure Time and Recreational Services
    a. Health Salons
    b. Bathing Beaches
    c. Golf clubs
    d. Amusement parks
    e. Theatre operations
6. Food Services - Restaurants
    a. Kitchen work
    b. Cashier
    c. Waiters and waitresses
    d. Manager

VI. Characteristics Required for Success

A. Employee Promotion Necessities
    1. Personality qualifications
        a. Strong desire to succeed
        b. Ability to follow instructions
        c. Willingness to learn
        d. Loyalty
        e. Adjustable
        f. Can inspire confidence
        g. Cooperative
        h. Creative ability
        j. Drive
        k. Leadership
    2. Experience
        a. Amount and variety of experience
        b. Personal success background
    3. Education
        a. Needed for future advancement
        b. Executive positions require higher education

VII. Searching and Researching for that First Full Time Job.

A. What to look for when selecting a prospective employer
    1. Opportunity
    2. Educational programs
    3. Type of work required
    4. Present employees
    5. Salary
    6. Economic future of the company
    7. Industry in which the company is involved.

The first half of the Tenth Year D. E. Curriculum which has just been outlined, will give the student sufficient background in distribution in order to increase

student interest and desire to begin to search out for a career in distribution.

With the information provided in class the tenth grade student can now engage in more detailed and rewarding exploratory individualized instruction on those distributive occupations which he most desires and needs for a successful future in Distributive Education and job entry preparation within the distributive occupations.

DISTRIBUTIVE EDUCATION CURRICULUM

TENTH GRADE DISTRIBUTIVE EDUCATION CURRICULUM

Part II. Individualized Exploratory Career Instruction in the Distributive Occupations

To be offered during the second half of the school year for those tenth grade secondary students who have been enrolled in the Tenth Grade Distributive Education program since the beginning of the school year.

This part of the curriculum program will offer the Distributive Education student the opportunity to become completely familiar with a majority of the distributive occupations and more importantly with those occupations which best meet his vocational needs.

I. Product Buying and Pricing

A. Subject Matter to be Included
1. The careers in buying
2. The buyers decision to choose a product.
3. The vendors to be considered by the buyer.
4. Buying and its negotiable aspects
5. The variety of merchandise to be offered.
6. The budget within which the buyer must function.
7. The turnover of stock
8. The strategy behind successful pricing.

B. Achieveable Goals in Performance
1. Determine the key characteristics of a given new product and its worth as a possible stock item.
2. Identify the most useful, from a list of suppliers and their services, to a particular buyer in a career-interest business.
3. Construct a merchandise plan for a women's apparel shop for a six-month period from planned sales figures and other supporting information supplied. Justification for each item's figures will be required.
4. From a list of perpetual inventory systems and specific merchandise, select the one that is the most economical to operate, and explain why.
5. For each article given, identify the pricing technique that would result in the largest volume of sales.

6. Suggest a specific course of action for improvement in a situation where a department is experiencing a poor rate of turnover.
7. Given a series of advertisements and a list of pricing factors, identify two ads that best exemplify a particular pricing strategy.

II. Transportation and Product Distribution

A. Subject Matter to be Included
1. Careers in transportation, traffic and product handling.
2. Documents used in product distribution
3. Receiving procedures
4. Transportation documents
5. Motor carriers, rail carriers, freight forwarders, and other carriers.
6. Specialized transportation services
7. Containers, boxes and cartons
8. Shipping procedures
9. Merchandise handling
10. Warehouse operations

B. Achieveable Goals in Performance
1. Prepare an invoice and all related merchandise handling documents from a given purchase order and a certain inventory of merchandise.
2. Prepare a bill of lading with perfect accuracy from a previously determined shipment of merchandise and routing information.
3. Given an incoming shipment, prepare a perfect receiving report.
4. Identify and describe the uses of the more common kinds of price tickets.
5. Determine the appropriateness of using motor freight as measured by the four transportation factors from a list of given commodities to be shipped.
6. Given a list of commodities to be shipped, select those that could most appropriately be shipped by rail, by freight forwarder and by other carriers (specify) as measured by the four transportation factors.
7. Determine the most appropriate package for a list of given items to be shipped and indicate how the item should be packed using the most effecient and economical method.
8. From a list of items supplied, identify a suitable method of storage and the most appropriate methods of moving the merchandise from one location to another.

III. Advertising

A. Subject Matter to be Included.
1. The meaning of advertising to each of us.
2. The advertising media.
3. The illustrated advertisement
4. The written advertisement
5. Direct mail advertising
6. Planning the advertising campaign
7. Initiating the advertising campaign
8. Selling advertising space and time.
9. Measuring the effectiveness of advertising.

B. Achievable Goals in Performance
1. Identify and classify individual advertising media with major groupings of advertising media.
2. With information and selling points of a product, plan and write a headline, a subhead, and body copy for one effective newspaper advertisement.
3. A direct mail promotion requires a mailing list, develop such a list.
4. Design a direct mail envelope and letter that indicates your knowledge of the sales aim and audience and attracts attention, builds interest and desire, creates conviction, and gets action.
5. Set goals, determine methods of promotion, and select advertising media for the promotion campaign of a new consumer product.
6. Plan an advertising campaign, prepare layouts and write copy for the newspaper ads for a health studio or other service business.
7. Plan and prepare a sales presentation to a prospective radio advertiser for a given product.
8. Measure a given advertisements effectiveness by applying the triple associates test method.

IV. Promotion and Display

A. Subject Matter to be Included
1. Opportunities in promotion and display
2. Types of displays
3. Designing and judging displays
4. The know-how of display creation
5. The application of design
6. Types of materials used in displays
7. Promotion in sales
8. Public relations and publicity

B. Achieveable Goals in Performance
1. Be able to determine upon sight the following types of displays, open, closed, buildup, shadow box, and shelf.

2. Given a window display, judge its effectiveness using a display rating sheet.
3. Identify the outstanding design components of a given display.
4. Specify the uses of a list of given available display materials.
5. Given merchandise and a list of available display materials, select the most appropriate materials to be used in that display.
6. From a display provided which includes space, merchandise, and available materials, construct an appealing display that has sales power.
7. Select those promotion techniques that will sell the maximum amount of products at a profit from a supplied group of promotional techniques, a group of products and a store location.
8. Prepare a publicity release for the store opening of a particular retailer.
9. Plan a public relations program to promote good relations with employees, customers and the community for a specific business firm.

V. Introductory Salesmanship

A. Subject Matter to be Included
1. Importance of selling
2. The how of making a sale
3. Understanding prospects and customers
4. Product knowledge put to use
5. The sales opening
6. Demonstrating effectively
7. Overcoming customer objections
8. Closing the sale
9. Improving yourself in sales

B. Achieveable Goals in Performance
1. Determine the amount of selling effort that will be needed to close the sale of a given product.
2. After being presented with a sales conversation between a salesman and a customer, determine at what points the customer reaches the following stages of the sale: (1) attention, (2) interest, (3) desire, (4) conviction, and (5) action.
3. Given a sales demonstration, evaluate the approach, the the main body of the presentation, and the closing.
4. Determine which of the five buying decisions must be made before a sale can proceed after being given a list of selling statements.

5. From a list of prospect responses to sales presentations, distinguish between excuses and the objectives.
6. Identify the possible buying signals from a list of customer responses.
7. Develop a complete sales presentation for a given product or service.
8. Given a list of personal qualities, indicate the ones a successful salesman should possess, and then explain why each is important to his career.
9. Conduct a self-evaluation in terms of a sales personality.

VI. Professional Salesmanship

A. Subject Matter to be Included
1. Selling environment
2. Types of selling
3. Retail salesmanship the creative way
4. Industrial and wholesale selling
5. Determining prospective customers
6. Self-management in selling
7. Analyzing and improving sales performance

B. Achieveable Goals in Performance
1. Given a product of your choice, and a specific marketing mix, select and justify a channel of distribution.
2. Determine a specific product and diagram the channels of distribution from the producer to the ultimate consumer.
3. Develop a selling strategy which includes the channels of distribution and the types of salesmen needed to sell the product in this market as determined from a given product with estimated market demand supplied.
4. Prepare a list of possible objections that might be raised by a customer for your product, and prepare answers to these objections.
5. A telephone customer has a question or a complaint which is specific, determine a basis of understanding the customer's point of view and settle the complaint to the mutual satisfaction of the business and the customer.
6. Given a product, prepare an approach designed to attract the customer's attention and gain his interest.
7. Identify and qualify a list of prospects for your product.
8. Using the facts and information obtained about your product, prepare a sales presentation.

VII. Services Provided for Customers

A. Subject Matter to be Included
1. Trends in customer services
2. Credit as a customer service
3. Credit and collection procedures
4. Merchandise handling services
5. Accommodations for customers
6. Information and advice for customers
7. Shopping conveniences
8. The public relations of customer services

B. Achieveable Goals in Performance
1. Distinguish the customer services used to support a sale of a product, and those that are profit centers from a list of customers services provided.
2. Identify and classify the customer services provided in your locality by distributive businesses.
3. List some of the primary conditions for each type of credit plan offered to customers of business firms.
4. Design and implement a collection procedure to gain payment from a given delinquent customer.
5. Identify the accommodation services provided by a given marketing firm.
6. Identify the merchandise handling services provided by an area marketing firm.
7. Given a retailer, a wholesaler, and a manufacturer, identify the informational and advisory services that each might extend to customers.
8. Select several different types of retail stores and then identify the customer shopping conveniences provided by each.
9. Identify the types of users of rental equipment and determine the sources of retail services in your community.

VIII. Wholesaling

A. Subject Matter to be Included
1. Wholesaling as a marketing function
2. Wholesalers add value to products
3. Opportunities in wholesaling
4. Development of customer services
5. Physical distribution
6. Product line planning
7. Promotion of product line
8. Specialization in wholesaling
9. Wholesalings future in the marketing mix

B. Achieveable Goals in Performance

1. Locate and describe the number and type of wholesale firms doing business in your area. Determine the total number of people employed in those firms.
2. From a wholesaler's advertisements in trade journals or magazines supplied, identify the type of service promoted and explain how this service adds value to a given product.
3. Given a wholesale route salesman, identify and classify his service and his selling activities.
4. Recognize merchandise aids provided by a given wholesaler, and identify those aids that contribute directly to the selling process.
5. Identify the sources of data that may be used in product planning and specify the method used to evaluate each source as it applies to a given wholesale firm.
6. A wholesaler has a potential private label product, identify the steps taken to develop the product and market it.
7. Identify the methods used to check and record an incoming shipment and the types of materials handling equipment used to store goods and pick orders of a given large wholesaler.
8. Given a wholesaler, identify the techniques, list the media, and describe and evaluate his total promotion strategy.
9. List the type or types of wholesaling specialists best suited to operate in each environment from a given group of marketing transactions.
10. Evaluate your own skills, desires and aptitudes, and prepare an employment application form and covering letter for a wholesaler.

CONCLUSIONS

The curriculum of the tenth year is arranged to give the student an understanding of what marketing and distribution comprises. The student would be taught the various types of marketing organizations and their functions in our distribution system.

This tenth year curriculum is intended also to give the student the knowledge of the many positions available in the broad areas of distribution. It is at this time that the student becomes aware of personal requirements for the many positions available. The student has had the opportunity to explore the careers in distribution and is not equipped and prepared to make a choice of job for a vocational career and still have sufficient educational years ahead to fully prepare for a distributive occupation.

RECOMMENDATIONS

This Tenth Grade Distributive Education Curriculum is the plan that will best meet the needs of the distributive education student. It leads the student to the achievement of competencies necessary for initial employment and offers entirely new occupational opportunities. This means that the individual student will qualify for the distributive occupations according to his capacity for vocational development and the earlier maturation of his occupational objective will improve upon the success story of secondary vocational distributive education graduates.

With these improvements for student success in Distributive Education in mind, it is hereby recommended that the Wolcott Board of Education initiate this proposed Tenth Grade Distributive Education Curriculum Report into the secondary school curriculum to begin with the school year 1973-74.

It is further recommended that the State Department of Education designate this curriculum as a pilot project to be offered in the secondary school of the Town of Wolcott for the school year 1973-74 with success leading to state wide adoption by other school systems.

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